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THE HISTORY and OPERATION
of
CEDARVILLE COLLEGE

* * * * *

Report prepared by
JAMES T. JEREMIAH
for
Course 450 - Special Problems in Education
CENTRAL STATE COLLEGE

1960

THE CHURCH COLLEGE

I like colleges that nestle
In quiet little towns
And seem to offer something more
Than credits, caps, and gowns.

I like classes filled with friends
Who have a smile for me;
I don't like profs who know me as
Row 31, Seat 3.

I hate to meet a former prof's
Unrecognized stare;
I like the kind who know your name,
Your hopes, your love affair.

I like church-college profs who teach
Likewise, inspired crusaders;
Who take the time to read your themes
And don't hire student graders.

I like colleges which strive to learn,
Years later, where you are;
Yes, even thou' you've never been
A campus queen or star.

A mammoth institution holds
Within its office space,
Along with proof of my degree
A photo of my face.

The most it knows about me is
My city, birth and class.
I like my old church-college best
She doesn't think en masse.

She'll gaily cheer each grad's career
With faith that's optimistic;
To her a former student is
No musty old statistic.

by Helen Ruhenbrod.

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I. INTRODUCTION

a) Location and Size. Cedarville College is located in a rural community, yet has the advantage of being within easy driving distance of the cities of central and southwestern Ohio. Cedarville is in Greene County, Ohio, forty-six miles southwest of Columbus and sixty miles northeast of Cincinnati. It is twenty-two miles from Dayton, thirteen from Springfield and eight from Xenia. The village of Cedarville has approximately 1800 residents.

b) Buildings, Grounds and Plant. The College owns sixteen acres of land and has twelve separate buildings.

College Hall. "Old Main", the original college building, was built in 1895. It is considered by many to be a landmark in this area. It was built when building costs were lower, but a great deal of improvement has gone into this structure during the last few years. It has been re-wired, fluorescent lighting has been installed, a new heating system was put into the building during the past year, and the entire basement has been remodelled for use by the college.

Science Hall. This building was erected in 1922, and contains the facilities for the physical and biological sciences. It is equipped with three laboratories, a lecture room, class room, and a dark room.

George S. Milner Chapel. The original unit of this building was a government structure brought to the campus a number of years ago and used as a biological laboratory. In 1953, when Cedarville

College needed chapel facilities, an addition was placed on this building to seat 250 students for the chapel services. In 1959, the building was again enlarged and completely remodelled. The exterior of Milner Chapel now is brick, and the interior is well decorated to make a cheerful place for the regular Chapel services of the college. Now, approximately 400 students can be seated in the chapel. Mr. George S. Milner, present chairman of the Board of Trustees of the college, contributed a large sum of money for the construction of this building.

Cafeteria. Prior to 1953, the building now housing the cafeteria of the college, was used as a student recreation center. Since that time, it has been enlarged twice and will serve as a cafeteria for some 300 students. Both the cafeteria and Milner Chapel have been made permanent buildings so that in time to come, when they out-grow their usefulness for the present use, they can very easily be turned into class-room buildings.

Alford Memorial Gymnasium. This structure, erected in 1853, was presented to the College by Mr. W. J. Alford in memory of his father and mother. It is the oldest building on the campus, having served originally as the assembly hall of the Reformed Presbyterian Church of Cedarville. When the latter's congregation moved into their new building, the old church was remodelled, enlarged, and converted into a gymnasium by the laying of a basketball floor and the provision of wide tiers of bleacher space on each side. Locker-rooms and equipment rooms, and an office for the director of Physical Education complete the facilities. The following item taken from the Springfield

News presents some interesting facts about this historic landmark in Cedarville.

"Alford Memorial Gymnasium, given to Cedarville College by a millionaire of the east, was formerly the church building in which Dr. Hugh McMillan preached for more than thirty years. Dr. McMillan brought his congregation here in the early part of the nineteenth century from Chester District, South Carolina. He and his congregation left South Carolina in protest to human slavery. Dr. McMillan built his home near the church. In this home he conducted an academy out of which went many young men trained for colleges and universities. Among them was the late Whitelaw Reid, former ambassador to Great Britain, and owner and publisher of The New York Tribune. Mr. Reid's boyhood home, kept in fine condition, is about a mile out of Cedarville."¹

Dormitories. Six of the buildings on the Cedarville College campus are for housing facilities. Bethel, Rife and Cedar Halls are used to house the men; Faith, Harriman and a new dormitory house the women. Further consideration to the dormitory facilities will be given under the section which deals with housing.

c) Other Facilities. Other facilities are provided for the convenience of our college students. A book-store, maintained in connection with the snack shop, is located on the first floor of the dormitory building which was put into operation in the fall of 1959. A student lounge, also located in this new dormitory building, has been provided for the social and recreational needs of the students. A baseball diamond, football field and tennis courts are also a part of college campus equipment and are used by the students when these sports are in season.

¹ Editorial in the Springfield News, November 14, 1937.

During the current academic year, Cedarville College has enjoyed the highest enrollment in its history. When college classes opened in September of 1959, there were 258 students enrolled for courses which are offered in our curriculum. The largest enrollment of Cedarville during the years of Presbyterian control~~t~~, was in 1927-28 when the total enrollment reached 243. During the years between 1885 and 1954, the enrollment reached the 200 mark five times. Students are on the campus at the present time from many states of the Union, and from a few foreign lands. A complete listing of students enrolled in the college in the September semester of 1959 is to be found in Appendix A.

II. ORIGIN AND DEVELOPMENT OF THE COLLEGE

a) A Reformed Presbyterian College. In 1885, a resolution was offered in the General Synod of the Reformed Presbyterian Church to establish a college at Cedarville, Ohio. In 1887, a charter was granted to this organization by the State of Ohio, authorizing the founding of a liberal arts college. At this time the school was given State authority to grant degrees in keeping with the program which would be offered. A copy of this charter is found in this paper under Appendix B. The first session opened September 9, 1894, with thirty-six students enrolling. Classes were conducted in a rented house formerly owned by Rev. Hugh McMillan, who had conducted an academy there in the middle years of the nineteenth century.

"As a religious leader, Dr. McMillan exerted a profound influence on the Cedarville community. Through the academy he conducted until his death in 1862, his fame as an educator

spread. Whitelaw Reid, who became one of America's greatest journalists and diplomats, was born in Cedarville, and received his college preparation at the McMillan Academy Home. Reid, who became editor of the New York Tribune under Horace Greeley, and later its owner, held a long list of distinguished positions. He was U. S. Minister to France from 1889-92, Republican nominee for president in 1892, and Ambassador to England from 1905 until his death in 1912.¹

Among the faculty members that first year was W. R. McChesney, who later became the president of the College. In another year the first college building, "Old Main", had been completed, and from 1895 classes have been conducted in this building.

During the school year of 1896, there were seven faculty members, including the president. The College maintained a preparatory department for students in the eleventh and twelfth grades in addition to the college courses which were offered at that time. The degrees of Bachelor of Arts and Bachelor of Philosophy were granted at the beginning, with the Master of Arts and Master of Philosophy degrees added at a later time.

A theological seminary of the Reformed Presbyterian Church was moved to Cedarville in 1913 and continued its operation until 1953, when the College was taken over by the Regular Baptists.

b) An Independent College. In 1928, the General Synod of the Reformed Presbyterian Church, meeting in Coulterville, Illinois, unanimously voted to transfer "all right, title, interest, jurisdiction and control of

¹ Editorial in the Springfield (Ohio) News, 1940.

Cedarville College" to the Board of Trustees of the Cedarville College "and their successors in office forever."² The Board of Trustees of the College unanimously agreed at their mid-year meeting, February 8, 1929, to maintain the orthodox Christian belief and teachings for which Cedarville College had always stood. Despite the severance of the College from the Reformed Presbyterian Church, the majority of the Board members were members of the church, even after the college became an independent institution.

In the 1930 edition of the Cedarville College Catalog, it is stated that the college at that time, had a productive endowment of \$ 236,833.40. The endowment of the college and seminary combined totalled \$ 321,231.88. However, by 1952 the College had used a large portion of its endowment fund for the current operation of the school. In addition to that, a farm and an apartment house owned by the college, was sold to keep the school operating. These financial problems were due undoubtedly to the fact that the Board of Trustees, now operating an independent college, lacked a constituency to which they could appeal for funds and students. At this time, the Board of Trustees began to seek a solution to their problem by planning a merger with some other college. The Board members and the townspeople were anxious to continue the operation of a church-related school on the campus which had been dedicated to that purpose. The Board was faced with the problem of either uniting with another school or closing the doors of the institution forever.

²Appendix B.

c) A Baptist College. It seems providential that at the time Cedarville College was looking for someone to take over the operation of the school, the Baptist Bible Institute of Cleveland was looking for a means to expand its facilities. The Cleveland Institute was established in 1942 as the Baptist Bible Institute of Cleveland and occupied the educational building of the Hough Avenue Baptist Church at the time of its founding until 1953, when the institute was moved to the campus of Cedarville College.

Early in the school year of 1952 and 1953, the trustees of the Baptist Bible Institute began making plans to secure a campus with a minimum of two dormitories and a classroom building. Several suitable properties were located in Cleveland and offers to purchase or lease were made. Three times incipient proposals failed to materialize. Just when all hope seemed to be lost, news came from Cedarville of a college campus being offered in a most unusual way. Upon investigation, the Executive Committee of the Baptist Bible Institute found that Cedarville College had a campus of fifteen acres and nine buildings which were to be given over to a church group willing and able to continue with a liberal arts program. On Saturday, April 4, the trustees of the Baptist Bible Institute of Cleveland met with the trustees of Cedarville College. By a process of resignations and elections, the ownership and control passed completely into the hands of the Baptist Bible Institute trustees. For three years, the two schools operated on the same campus, using the same faculty and facilities of Cedarville College. However, in order to develop a liberal arts college, it was felt that the Bible Institute program should be dropped. In its place,

a degree course was offered in the field of Bible. One of the major reasons for dropping the Bible Institute was to strengthen the only liberal arts college approved by the General Association of Regular Baptist Churches. At present, this association of churches has approved six schools, but Cedarville College is the only school which offers a four-year liberal arts program.

Cedarville College, from the beginning a small institution, has had an effective service in training many young people for the professions. From 1894 to 1943 "over 500 teachers, principals, superintendents and college professors have graduated from the local college. Ninety pastors have also gone out as well as more than a score of physicians."³

Though the Regular Baptists have operated the school only since 1953, the following summary of graduates is of interest: thirty pastors have received diplomas, nineteen teachers have been graduated, eighteen young people graduating from our school have gone to the mission field, either home or foreign, eight graduates are taking additional training in graduate school, thirty-one are working in business or secretarial occupations, three are in youth evangelism, three are also in the service of our country, one is working in journalism, one is a radio engineer, one is in social work, and one graduate is the head of a nursing school.

d) The Expanded Program. During the past five years a number of

³Editorial in the Springfield (Ohio) News, February 28, 1943.

changes have been made to improve the offerings at the college. Due to the fact that the college does not have a \$ 500,000 endowment, it is unable to receive authorization from the State Department of Education to offer certified teacher-training. In view of the shortage of teachers in our country and the desire of many of our young people in our churches to train for the teaching profession, every attempt has been made by the college to provide this type of training for the many who are interested in it. Central State College has been interested in helping Cedarville face this problem, and the two schools together, have worked out a program whereby a student may take at least three years of training at Cedarville, then transfer his credits to Central State and complete his requirements for a teacher's certification. Upon his completion of these requirements the student then is granted the B. S. degree in Education from the State school. The credits earned at Central State are transferred to Cedarville, and Cedarville grants a B. A. degree to this student in his teaching field. This cooperative program has been the means of encouraging many of our own young people who would otherwise go to other denominational schools, to come to Cedarville for training in the teaching profession.

Last year, the college began a program in the field of Business Administration. A number of young people in the churches served by this college, have indicated an interest in this program. When college classes began last fall, this new department registered twenty-seven majors. Since that time, other young people have indicated interest in a degree in Business Administration.

In view of our limited facilities, we believe it advisable from

this point on, to concentrate on the development of the courses now offered, rather than organize additional departments which would be inadequately staffed and thus give poor preparation to young people who expect efficient training in the courses which they wish to pursue.

III. AIMS AND PURPOSES OF THE COLLEGE

a) Goal of the Small College in the State and Nation. In a telegram sent to the executive secretary of the Council for the Advancement of Small Colleges, President Dwight Eisenhower said, "Diversity and independence are distinguishing characteristics of American society, and they are reflected in our traditions of higher education. In this setting, our small colleges play an important role in meeting the expanding needs of students across the land."¹

Dr. Alfred P. Hill, in his book, "The Small College Meets the Challenge", suggests a number of questions which are being asked concerning these institutions. "Are these small colleges in our country efficient operating units? Wouldn't it be better to merge and become larger according to the pattern of big business? Have these small colleges any justification for existence? Wouldn't they do better to become junior colleges, and thereby join a growing national development in higher education? Is there any real value in smallness, or does smallness merely tend to perpetuate mediocre teaching on inferior campuses for students of limited academic ability? Can

¹News item in the New York Times, October 11, 1959.

small colleges contribute anything worthwhile toward experimental education, or will all the important experiments be conducted by larger institutions with greater financial resources?"² It is not our purpose to attempt an answer to these questions, nor to suggest that the small college can do the impossible in education. We do believe, however, that the small college has justified its existence, and that it has not perpetuated mediocre teaching simply because it is small and independent of State control and operation. "A good many of our citizens would define a university as a large and prosperous college, and a college as a second-rate university. But the only justification for such judgment would be the conclusion, which is by no means self evident, that bigness and excellence are somehow synonymous, and mountains are far superior in size to a diamond, but it may not be size that really counts... We realize that there can be genuine merit in smallness."³ There are a number of advantages to the small college; we shall name but three.

Unity. A large university is part college, part graduate school, part professional school, while a college has a better opportunity of doing one thing in a better way because there is more unity of purpose. There may be advantages to the limitations which are brought upon small colleges due to lack of finances and equipment;

²Alfred T. Hill, The Small College Meets the Challenge, (New York: McGraw-Hill Company, 1959), p. 9.

³Elton Trueblood, The Idea of a College, (Parker Brothers Publishing Company, 1959), p. 11.

at least, they are set up to do one thing which they claim to be their purpose.

Results. Professors Robert H. Knapp and H. B. Goodrich, of Wesleyan University, after making a study of colleges, state that "of the colleges which have per capita, made the greatest contribution to science, thirty-nine out of the top fifty institutions ~~of~~^{are} those with independent boards and support usually comparatively small, and with a Christian emphasis. Excellence was shown to have emerged in unexpected ways."⁴ Many men and women who have accomplished great things for their country and built reputations for themselves have been graduates of the small independent college.

National in Character. The small college is more likely to draw students from all parts of the nation than will the State-controlled university. In the larger and older independent schools it is not unusual to find representatives from every State in the Union. Though Cedarville College has been operating since 1953 as a Baptist institution, already we have representatives from eighteen states and one foreign country. This is due to the fact that the churches from which these young people come are located all across the country. As the school is better known, students will be coming from other areas in our nation. In this manner, Cedarville College will have an opportunity to send its graduates back to their home towns and in other parts

⁴Elton Trueblood, The Idea of a College, (Parker Brothers Publishing Company, 1959), p. 10.

of the nation. Even though it is a small school, it still has a place in the State and Nation.

b) The Role of the Church-Related College in Our Society. We agree with Professor Martin Hegland when he writes "Christian education is more than education 'plus' -- more than a department of Religion added to a secular curriculum. It includes a spirit, an attitude, and a method which makes every subject in the curriculum come alive with spiritual meaning."⁵ When Christian church-related colleges have such a goal they will have a worthwhile influence on society, and this in a number of ways.

(1) Effect on the personal lives of the student. A college which emphasizes Christian principles in all of its activities will have a great part in building Christian character for the young people who come within classrooms for the instruction. It seems that it should go without saying that the practice of true Christian precepts on the part of college students would better society much more than that which can be developed from the principles of infidelity and Godlessness.

(2) Influence of these graduates on others cannot be denied. For example: A school teacher trained in a Christian college and acquainted with Christian principles, will influence students in classes by example. The school-teacher has the child more hours per day for training than the parents. It would appear, therefore, that a great

⁵Martin Hegland, Christianity in Education, (Harper Brothers Publishing Company, 1959), p. 2.

deal can be done for good in our society by school teachers trained, not only in education, but in the principles of Christ as well. Christ, Himself, said of his own people "Ye are the salt of the earth".⁶ Salt not only provides seasoning but it hinders decay. Trueblood says "If we succeed in destroying the race, that will be partly because of what has been developed in colleges, and if we come out into a brighter day, that too, in part, will be because of what college men and women have thought."⁷

(3) A young person trained in a Christian college should have a proper balance of truth. "Christian education insists that piety is no substitute for scholarship, and that scholarship is no enemy of piety. Both may move on together in beautiful harmony. Christian education recognizes the legitimacy of all genuine areas of knowledge, but insists that God be taken into account in connection with every one of them."⁸ A person trained in an independent small Christian college will not, therefore, be a fanatic, because he will consider truth in its proper relationship to other truths.

Hegland sets forth certain objectives which are general in defining Christian education. Since they define the hopes and ambitions of Cedarville College, we shall quote a few of them in this paper.

⁶Matthew 5:13

⁷Elton Trueblood, The Idea of a College, (Parker Brothers Publishing Company, 1959), p. 2.

⁸Martin Hegland, Christianity in Education, (Harper Brothers Publishing Company, 1959), p. 4.

Christian education "would lead students through the halls of classical culture to know the 'holiness of beauty' and also conduct them along the hills of Palestine to know the 'beauty of holiness'.

"It would trace the course of human history and also chart the ways of Divine Providence."

"It would introduce students to great systems of philosophy and also acquaint them with Divine wisdom."

"It would open to students the literature of the Nations and preeminently magnify the Book of Books with its truths."

"It would teach a number of languages and also show the service of languages in transmitting religious truth."

"It would lay bare the mysteries of earth, sky, cells and structures, and also point to the Architect of the Universe and the Giver of Life."

"It would train in the making of ideal earthly homes and also prepare for the eternal abodes of life."

"It would acquaint students with the tenets of all religions and especially promote adherence to the Christian religion and loyalty to Jesus Christ."⁹

c) Changing Purposes of Cedarville College. In the first catalog published by the college in 1896-97, the purpose of the college is stated: "Its purpose is to secure a high modern form of classical, philosophical, and Christian education under careful supervision,

⁹Martin Hegland, Christianity in Education, (Harper Brothers Publishing Company, 1959)

without restriction to personal opinion, and will open doors and equal privileges to both sexes."¹⁰ When the Baptists began operating the college in 1953, their first catalog stated: "The objectives of the college are two-fold: (1) pertaining to the Christian state -- "It is the desire of the Cedarville Baptist College to graduate students from its halls of learning with a definite conviction relative to the great Bible truths that have been accepted by fundamental Bible believers from the beginning of the Christian era." (2) Those pertaining to our Nation -- "Regarding our relationship with this great land in which we live, Cedarville Baptist College stands firmly on the Constitution of the United States, originally penned by free men in order to insure the blessings of liberty to themselves and their posterity... We stand on the side of conservative thinking in the fields of economics, political science, history, sociology, education and science, making no apologies whatever for this position. We abhor the progress of creeping socialism that is evident at every hand in this country, and endeavor to present positive arguments against it."¹¹

Essentially, these purposes have not been changed from the first catalog published by the Reformed Presbyterian people until the present hour. In recent months, however, the faculty of the College has spent hours in studying our purpose and has sought to clarify what we attempt to do. The faculty recommendations have been approved

¹⁰The Cedarville College Bulletin, (Cedarville College, 1896), Vol. 1, No. 1,

¹¹The Cedarville College Bulletin, (Cedarville College, 1953), Vol. 36, No. 1, p. 24.

by the Board of Trustees and are stated in the following form:

"The purpose of Cedarville College, a Baptist college of arts and sciences, is to offer its students an education consistent with Biblical truth.

To achieve this purpose the college seeks to accomplish the following objectives:

1. To cultivate and develop in each student Christian character through the attainment of sound knowledge and genuine wisdom.
2. To establish the student in the fundamentals of the Christian faith, to lead him into a continuing, progressive experience of spiritual victory and to a practical expression of the Christian life in ethical behavior by the enabling of the Holy Spirit.
3. To help him accept his responsibility of leading others to Christ and into faithful Christian service in a local church where Biblical truth is intelligently propagated.
4. To give the student experiences which will enable him to solve problem situations through the skillful discovery, formulation, evaluation, and application of facts, concepts and principles in the light of Scriptural truths and precepts.
5. To familiarize the student with various fields of knowledge demanding competency in a few and proficiency in at least one, and to assist in the choice and preparation for a given profession or vocation.
6. To develop the understandings, attitudes, and habits necessary for him to participate constructively in the social and civic life of the community, the state, and the nation.
7. To develop within the student a desire for healthful living and mutual cooperation through instruction and participation in wholesome physical activities.

Since Cedarville College is the only college of arts and sciences officially approved by the General Association of Regular Baptist Churches, its students are drawn primarily from Regular Baptist Churches in many parts of the United States. However, the college includes eligible young people from other churches in its student body."¹²

¹²Cedarville College Catalog, (Cedarville College, 1960), Vol. 42, No. 6, p. 8.

IV. ADMINISTRATION AND ORGANIZATION OF THE COLLEGE

a) Board of Trustees. The governing body of Cedarville College is a Board of Trustees composed of not more than thirty members, each elected for a term of three years. The final responsibility for the operation and management of the college shall be in the hands of this Board. All officers of the college are elected by them and all faculty appointments are confirmed by them. Each trustee must be a Christian and a member in good standing of some independent Baptist church which maintains a position comparable to that held by the college. Each trustee is required to subscribe to the Doctrinal Statement of the college. The membership of the Board shall be divided into three classes of ten members each, and the members of one class shall be elected each year by the Board at the annual meeting. Not less than seven members shall be bona fide residents of the State of Ohio. The officers of the Board are: a chairman, vice-chairman, secretary and treasurer, elected annually by the Board. The College is approved by, but not directly related to the General Association of Regular Baptist Churches, therefore, the Board necessarily is one of a self-perpetuating nature, and not elected by the denomination. The name, profession and addresses of our present Board are found in Appendix C.

b) The Administration. As stated above, the final responsibility for the operation of the college is in the hands of the Board of Trustees. The president of the college is elected by and is responsible to them. The other officers of the Administration, Dean of the College, Dean of Students, Registrar are also appointed by the Trustees, but are

responsible to the President. Faculty members are selected by the Dean and President, and recommended to the Board for appointment. The Board of Trustees meets quarterly to hear reports and conduct business necessary to the operation of the college. Each month between Board meetings, the Executive Committee, consisting of the Chairman of the Board, the administrative officers of the college, and three trustees appointed by the Board chairman meet to hear reports and transact business. All business transacted by the executive committee must be approved by the Board at the quarterly meeting.

c) Faculty. At the expense of being classified as narrow, Cedarville College takes a position in direct contradiction to a statement by Dr. Elton Trueblood. "It is not required that every professor in a Christian college be a Christian of a particular type, or even a Christian at all, but it is required that each one be understanding of Christian thought and reverent in the face of great historic conviction."¹ We believe that the fulfillment of our purpose is in great measure dependent on the Christian testimony of our faculty. Therefore, we require that each faculty member sign annually the Doctrinal Statement of the college.² The present faculty of Cedarville College is as follows:

¹Elton Trueblood, The Idea of a College, (Parker Brothers Publishing Company, 1959), p. 27.

²Appendix D

James T. Jeremiah	President of the College	
Graduate	Baptist Bible Seminary (133 sem. hours)	1936
Additional:	8 quarter hours, Northern Baptist Seminary	1956-57
	26 term hours, Winona Lake School of Theology	1955-57
	18 semester hours, Central State College	
Clifford R. Maddox	Dean of the College Professor of Psychology and Education	
B.S.	Georgetown College	1916
M.A.	University of Chicago	1925
Ph.D.	University of Chicago	1933
Additional:	30 hours of Education and Psychology courses	
	20 hours Speech courses	
Arthur F. Williams	Dean of Students Professor of Bible	
A.B.	Colgate University	1928
D.D.	Wheaton College	1942
Robert M. Underwood	Registrar of the College Assistant Professor of Education	
A.B.	Houghton College	1949
M.A.	University of Kentucky	1950
Additional:	30 hours above Masters degree, Ohio State University	
Raymond Bartholomew	Instructor in English	
B.A. (English)	Cedarville College	1957
M.A. (English)	Western Reserve University	1959
	(Needs 9 hours of course work, an oral exam and dissertation for Ph. D.)	
Harmon Bergen	Instructor in Modern Language	
Graduate	American Seminary of the Bible	
A.B.	Wheaton College	1958

Sherwin Bowser	Athletic Director Instructor in Physical Education	
B.S.	King's College	1956
Additional:	Completion of hours for Masters degree. Presently working off deficiency points, Columbia University	
John Brumbaugh	Instructor in Physical Science	
B.S.	Cedarville College	1958
Additional:	One year at G. R. B. T. Seminary	
*Rebecca Cooke	Instructor in Music	
B.S. (Mus. Ed.)	Fredonia State Teachers College	1952
Richard A. Cooke	Assistant Professor of Music	
B.S.	Hofstra College	1957
M.S.	Hofstra College	1959
Jean Fisher	Instructor in Christian Education	
R.N.	Miami Valley Hospital School of Nursing	1950
B.R.E.	Baptist Bible Seminary	1956
Additional:	All course work completed for M.A. in Christian Education. Thesis not written.	
Ruth M. Kantzer	Instructor in English	
A.B.	Ashland College	1948
Additional:	27 hours, University of Wisconsin	
G. L. Lawlor	Instructor in Bible	
Teacher's Diploma	Ithaca College	1929
B.A.	Burton College	1952
B.D.	Grace Theological Seminary	1953
Th. M.	Grace Theological Seminary	1955
Additional:	6 hours work in the major field of New Testament and Greek.	

Cleveland McDonald Assistant Professor of Social Science

Diploma	Moody Bible Institute	1945
A. B.	James Millikin University	1948
M. Litt.	University of Pittsburgh	1956
Additional:	10 hours graduate credit, Summer Institute of Linguistics, U. of Oklahoma	
	14 semester hours beyond Masters, U. of Pitts.	
	11 quarter hours, Ohio State University	

Kenneth St. Clair Instructor in Business Administration

B. S.	University of Illinois	1956
Additional:	Completed 4 sem. of M. S. in Accounting, U. of Illinois	

Dale Thomson Instructor in Biology

A. B.	Cedarville College	1956
Additional:	4 hours Miami University	
	2 hours Wittenberg College	
	20 graduate hours, Ohio State University	

**Bruce F. Turnbull Assistant Professor of Physical Science

B. S.	Case Institute of Technology	1950
B. D.	Faith Theological Seminary	1954
M. S.	Western Reserve University	1955
Additional:	33 quarter hours, Ohio State University	
	At present 12 semester hours at Western Reserve University are being taken.	

* Ardith Webber Instructor in Secretarial Science

A. B.	William Penn College, Oskaloosa, Iowa	1948
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Warren L. Webber Assistant Professor of Music

A. B.	Central College	1949
B. M. E.	Central College	1949
M. M. E.	Drake University	1953
Additional:	104 of the 135 quarter hours needed for Ph. D. Language and general exam plus dissertation to be completed, Ohio State University.	

G. Paul Wyland	Assistant Professor of History Director of the Library	
A.B.	Bryan University	1952
M.A.	University of Tennessee	1954
Additional:	10 hours Political and Social History of U.S., Ohio State University.	

* Part time teachers

** On leave of absence. Expects to receive Ph.D. this year.

d) Finances.

1. Income and Expenditures. There are two sources of income for the operation of the college: tuition and gifts. Each student pays \$ 175 per semester for sixteen hours of instruction. In the event any student is permitted to take hours in addition to this he can do so at \$ 14.50 per semester hour. Gifts for the support of the college are received from the churches which have approved this institution. Occasionally there are gifts from individuals who are interested in the college. Appendix E lists the gifts from churches contributing to the school over a one-month period. This changes from month to month, but in recent months the average has been approximately \$ 5,000. Some money has been received by the college by means of a matching gift program in cooperation with certain companies, such as the Cleveland Electric Illuminating Company and the Dow Chemical Company.

All expenditures are made through the general office and are approved by either the president or the treasurer of the college.

2. Budget and Control. A budget committee is appointed by the chairman of the Board of Trustees to study the needs for the college each year. This committee consists of the President, Treasurer and

one trustee. Each department of the college is asked to submit what it believes to be the needs for the operation of the department during the coming year. This is taken into consideration when the committee meets to discuss the financial problems of the college. After due consideration, the committee prepares the proposed budget and presents it to the Board for approval or disapproval. A copy of the current operating budget of Cedarville College may be found under Appendix F. The treasurer of the college makes quarterly checks on the budget to assure that it is operating within its limits. No one is given permission to request materials or plan travel that is not kept within the budget of the college.

3. Purchasing. Any person in any department of the college needing materials for work which must be done in his department, is required to fill out a purchase requisition. This requisition must be signed by some person in the Administration. It is then presented to the general office and a purchase order is filled out and sent to the companies where the materials are to be purchased. The purchase requisition and the order are put with the invoice and vouchered and then entered in the voucher register. All vouchers are paid by check. Samples of these forms are found in Appendix G.

4. Accounting. The earnings of each employee are kept on the employee's earnings record card which is a duplicate of the payroll sheet. The voucher register, check register and payroll journal are summarized at the end of each month. Charges to Accounts Receivable (students and miscellaneous) are made to the Students' Invoice

Journal which gives us a duplicate copy on the Student's Card. All income is entered in the Receipt Journal, which provides a duplicate copy on the Student's card, Gift card or other miscellaneous cards. The gifts from churches and individuals are posted in separate ledgers. A report of each church and the amount given for that month is made from the ledger. Student's Invoice Journal and Receipt Journal are summarized at the end of each month. All journals are summarized according to our classification of accounts. The recaps from the different journals are posted in the Journal Proof and balanced, then entered in the ledger. A trial balance is taken. Each year the books are audited by George L. Boyd, a Certified Public Accountant of Bucyrus, Ohio. The report for the year ending June, 1959 is found in Appendix H.

5. Alumni Support. According to the records which are available, Cedarville College has never been well supported by its Alumni. We are not able to speak with certainty about the manner of support during the days preceeding the Baptist Administration, but it is obvious that the support was not adequate or the school would never have changed hands. Since our school as a Baptist institution is rather young, our Alumni Association is small. However, in spite of this, they have made contributions for the benefit of the college. This has not been in the form of large sums of money, but rather has taken the form of special projects, such as purchasing choir robes for the choir, buying equipment for the dining hall, purchasing materials for the Science department, and the like. Though our Alumni Association is small, yet these people are loyal to the college which has been a help to them.

V. PERSONNEL SERVICES

a) Admissions. Cedarville accepts no candidates for degrees who have not graduated from an approved high-school which requires the customary sixteen Carnegie credits for a diploma. Occasionally a mature student who can profit from selective courses is admitted with the understanding that he will not be granted a diploma until the high-school deficiency is made up. The college has followed the policy of granting admission to students who have received certificates or diplomas granted by legitimate institutions on the basis of the general educational development tests. At the present time it has no intention of giving its own tests or examinations to determine the proficiency of non-highschool graduates.

Furthermore, it is the policy of the Admissions Committee to refuse admission to any student who fails to meet the academic or other standards which the college has adopted. At the present time its purpose is to meet the needs of the supporting constituency, and for this reason the academic standards are closely comparable to those of the usual State supported institutions.

The Admissions Committee consists of the Dean of the College, the Registrar and the Dean of Students, who carefully examine the credentials of all applicants. A considerable number of students are admitted on probation and every effort is made to enable such students to do acceptable work. If they do not measure up to the standards prescribed for them they are asked by the Admissions and Dismissals Committee to withdraw.

b) Testing Services. Cedarville College is rapidly building up an efficient and comprehensive testing program.

Due to the cost of administration of such tests and because of the short time which the college under its present management has operated, it has been unable to require pre-admission tests. Its present intention is to enter the American College Testing Program as soon as possible. This will enable the Admissions Committee to use more discretion in the selection of applicants.

c) Orientation. During the period of orientation all new students, regardless of class level, are given a battery of tests all on the college level. General academic proficiency is determined by the College Qualifications Tests which are published by the Psychological Corporation. These tests and the Davis' Reading Tests are given by about sixty of the members of the Council for the Advancement of Small Colleges. Norms are available from this particular group and have been used long enough to furnish dependable information for both the guidance and the supervision of our instructional program. In addition to the above mentioned tests, all entering students take the Language Usage test published by Cooperative Tests Service. On the basis of these results the freshman students are sectioned in English classes where the requirements are compatible with their ability.

The Brown-Carlson Listening Test is given in order to acquaint the faculty with the ability of each student to comprehend the spoken word.

At a later date, the Henmon-Nelson tests of mental ability for

college students are given. No attempt to make an analysis of various factors is made or contemplated.

d) Housing. Campus housing is provided for our students in six dormitory buildings. The students are charged \$4.00 per week for room. Within the past year new Simmons beds and mattresses have been provided for these dormitories. During the past three years three of the six dormitories have been purchased or built. The building program for the coming summer includes the complete remodeling of one dorm, and the erection of another new one. A limited number of our single students find housing in the homes in the area under the direction of the college. A trailer court is provided for married students. Some married students find housing in homes and apartments in the area. The college does not have provisions for housing married students on the campus, though such housing will be provided for them as soon as possible.

e) Food Services. Beginning with the fall semester, Cedarville College signed a contract with Food-Craft Management Corporation, in Dayton. This company prepares all the menus used in the cafeteria under the supervision of their graduate dietitian. It has been the objective of the college to provide menus which will not be repeated within a four-week period. Food-Craft has also installed and supervised weekly inventory control for the food service. They have assisted in the selection and training of all personnel for the food service, including providing recipe controls and training manuals. Mr. Becker, the supervisor, has analyzed labor utilization of the food

service and provided job schedules and job descriptions for all food-service employees and student workers. Weekly cost control procedures were installed. Food-Craft supervises purchasing, specifications and pricing for the food service, and their purchasing power has been extended to the college. This arrangement with Food-Craft Corporation has enabled the college to provide properly balanced meals for our students at a cost to them of \$ 9.00 per week. A report submitted by Food-Craft to the college shows that during an eleven-week period, ending November 28, 1959, this operation netted over \$4,000.00 profit to the school. Approximately \$ 1,200.00 of this profit has been turned back directly into the cafeteria service in the purchase of additional equipment for the use of this department.

f) Recreation and Activity.

1. Chapel. The students and faculty meet together each day for worship and fellowship in a chapel service. Every student is required to attend. Faculty members, visiting pastors, educators, evangelists and missionaries serve as speakers for these programs.

2. Inter-collegiate Sports. Cedarville College maintains inter-collegiate athletic competition in basketball, baseball, track and tennis. Inter-mural programs are carried on in basketball, volley-ball, ping-pong and touch football. Cedarville College is a member of the Mid-Ohio Inter-collegiate Athletic Conference and the National Association of Inter-collegiate Athletics. Students must be carrying at least twelve semester hours in order to participate in inter-collegiate athletics.

3. Literary Societies. The two literary societies, Alpha Chi and Gamma Chi are open to men and women, respectively. They have as their primary purpose the cultivation of Christian personality and leadership. Their program stimulates originality and growth along literary, musical, artistic and humorous lines, and the development of ease and poise at both formal and informal events. The secondary purpose of the literary societies is entertainment.

4. Missions Fellowship. This group composed of all students interested in either Foreign or Home Missions meets at regular intervals for discussion and presentation of needs of various fields and for intercessory prayer in behalf of missionaries.

5. Musical Organizations. There are many activities for students with musical talent. Opportunities are given to take part in school programs and on Gospel teams. Excellent training and experience for students are offered through the Chapel Choir, the College Choir, the Chamber Band, and vocal and instrumental ensembles. A pep-band performs at athletic contests.

6. Newspaper. A weekly mimeographed paper is published by and for the students. Students who have had English language 101 or have had a second semester standing are eligible to work on the staff. In alternate years, the paper is handled as a project in the advanced writing class. A faculty advisor appointed by the President supervises this work.

7. Christian Service. Personal soul-winning, tract distribution, house-to-house visitation, Sunday School classes, Bible clubs, Gospel teams, and services in hospitals, churches, missions, and jails provide practical experience in Christian service. A faculty member appointed to the task by the President, is in charge of the department of Christian Service. A weekly report is required of all students and permanent records are kept.

8. Social. The fall reception for new students, the all-school picnic, and other social events under the direction of the social committee provide wholesome fellowship for the students, in addition, there are two semi-formal dinners during the school year.

9. Year-Book. A year-book is published for the benefit of the college. The Junior Class has the task of editing, publishing and distributing it. The faculty advisor, appointed by the President, supervises this annual student project.

10. The Student Lounge. Provision for the social and recreational needs of the students has been made by the creation of the Student Lounge which is located on the first floor of the new building. Light lunches, ice-cream and candy are served throughout the day and evening, not only to the students of Cedarville College but to the students of Cedarville High School, who frequently visit the snack-bar.

11. Student Aid. A Student Aid Fund has been created to help needy students. On occasion, small amounts of money are given to students who face financial problems. In most cases, however, the money is

loaned to the student for a limited period of time without interest. Periodically, individuals interested in the college or students enrolled in the college send funds to help meet the needs of worthy students.

12. Counselling Services. Upon the basis of correlation coefficients between two tests given by the college and the achievements of students of previous years, standards of achievement are set up for all entering freshmen. A major part of the counselling program is centered around the effort to motivate the student to choose a level of aspiration in harmony with his ability and attain goals which are within his capacity.

The course in General Psychology which is taken by at least 90% of the students is an integral and vital part of the counselling program. In training the student to understand, predict and control his own behavior, data concerning his motivation, his development and adjustment are collected and applied.

In the supervision by the Dean of the College of the teaching procedures carried on in the light of the testing program, an effort is made to harmonize the teaching of the student with the counselling of the student.

A projected plan is the initiation of a program for the evaluation of personality traits, vocational preferences and similar facets of the student's personality. Such a program may be adopted in the very near future.

13. Health Services. A trained nurse is a full-time member of our staff and is on call whenever there is a need. The local doctor

acts as the college physician. All students are required to carry Blue Cross Hospitalization through the school unless they are covered with hospitalization with their parents or at their place of employment, in which event they must sign a waiver agreement with the school. This covers the student during the summer months while away from school and is thus twelve-months coverage.

14. Student Government. The Student Council is elected by the students themselves after the candidates have been approved by the faculty. Representatives of the four classes and of the various functional groups of the student body are the members of the Council. Their primary purpose is to advance the welfare of the college by interpreting the actions of the faculty to the students and by informing the faculty of the needs and aspirations of the students.

The Student Council is also represented on the Discipline Committee which is composed of the Dean of Students, two students, and three members of the faculty.

With the approval of the faculty, the Student Council has organized and activated a plan by which the affairs, particularly pertinent to the welfare of each sex, by subsidiary organizations, one for the men and the other for the women, are governed.

15. Records. A record of each student is started when the application is received. At this time the registrar's secretary prepares a folder for the student which includes the application form, health certificate, high school or previous college record, character reference from his pastor, and a statement from the student

regarding his Christian experience and views of Bible doctrine.

After the student is admitted a permanent record card is kept in his file folder. This record consists, in addition to the above, a statement of courses taken, grades, hours credit, cumulative grade point average and each semester's grade point average, standardized test scores, extra curricular activities, any disciplinary action taken, personality analysis, Christian service activity and degree granted. The records also provide for follow-up information after graduation.

When the student graduates, only the permanent record card is kept. Such records as the original application, health certificate, and similar materials are destroyed.

Records are kept in the Registrar's office in a fireproof cabinet. These records are readily available to faculty members upon request.

VI. CURRICULUM - INSTRUCTIONAL PATTERN OF THE COLLEGE

There are seven divisions of instruction in the college. Majors are offered in Bible, Christian Education, English, Music, Biology, General Science, Physical Science, History, Social Studies and Business Administration. Minors are offered in: Christian Education, Psychology, Health and Physical Education, English, Music, Biology, Chemistry, Mathematics, History and Sociology.

a) Division of Biblical Education. The division of Biblical Education comprises the departments of Biblical studies, practical theology and Christian education. This division seeks to provide a Biblical foundation for a liberal arts education, presenting the great truths of the

Scripture, both prophetic and practical, that the student may be an effective witness for Christ regardless of the vocation which he may be led to pursue. It also seeks to lay a good foundation for graduate study in the fields of Bible and Theology. Although the pre-ministerial student is often counselled to take his liberal arts training in the field of history, science or education, due to the repetition of courses which may be offered in the seminary when he seeks to earn the B.D. degree.

b) Division of Education and Psychology. This division seeks to assist in the training of students who wish to teach in public or private schools and to aid in the adjustment of students to every-day life through the understanding of human behavior. By arrangement with Central State College, students desiring certification for public school teaching may follow a joint program leading to a Bachelor of Science degree in Education from Central State College, and a Bachelor of Arts degree from Cedarville College. Competent students may complete this program in four years while living on the Cedarville campus.

c) Division of Health and Physical Education. This division offers activity courses, health education, physical education and recreation. It seeks to provide a program of physical development and education in the fundamentals of organized play, a sense of good sportsmanship in the full development of wholesome and effective Christian character, a course of study designed to aid those looking forward to teaching physical education or coaching athletics in public schools and colleges.

The Theory courses along with the practical experience are designed to prepare students to teach physical education in school, to

work in various fields of camping and recreation and to administer youth activities in churches and youth organizations.

d) Division of Language and Literature. The division of language and literature comprises the departments of English language, speech, English and American literature, Greek language and literature, Spanish language and literature, French language and literature and German language and literature.

This division aims to give each student a working knowledge of the language he is studying, enabling him to write clear, readable effective English; to analyze any piece of English writing; to know the great master-pieces of English and American literature; to love his own language and to desire to explore its treasures for himself, and to read a foreign language, understanding it well and using it successfully as a tool.

All students entering the school are required to take the English placement test, unless they present acceptable evidence of advance standing.

A student who has had two years of a foreign language in high school and wishes to continue his studies in that language to meet college foreign language requirements may satisfy such requirements by taking the second year six hours of his elected language, provided he can first pass a proficiency test.

e) Division of Music. The division of Music includes music theory, music history, church music, music education, and applied music.

This division seeks to provide college work for the serious -

mind music student and music courses on an elective basis for any student to supply churches with dedicated men and women trained to serve God as church music-directors; and to provide the necessary ground work and music courses to equip students to pursue graduate work in music education.

f) Division of Science. In the Division of Science, general science, biology, chemistry, physics and mathematics are taught.

This division aims to acquaint the student with the field and to give him tools of science and mathematics that help make him proficient in clear and orderly thinking as well as to cause him to appreciate the facts of the physical and natural sciences. Without these facts it is impossible for a person to enjoy a complete Christian view of the world in which we live.

g) Division of Social Science. History, sociology, geography, political science, and business administration are included in the Division of Social Science. In this Division the college seeks to present to the student the origin and development of ideas in institutions, to aid the student in gaining a better perspective of the facts of history, the functions of government, the complexity of economics, and the nature of society. This Division also seeks to acquaint the student with a practical appreciation of the methods and tools of original research projects, to provide the student with an opportunity to formulate and express the results of the investigation and study, and finally, to lead the student to see the plan of God through the centuries by

pointing out and emphasizing the harmony which exists between the true facts of secular knowledge and the infallible truths of the Bible.

VII. INSTRUCTION AT THE COLLEGE

It is rather difficult to give a statement about a specific pattern of instruction as carried out by the college since every teacher is at liberty to select his texts, prepare his material and teach his classes in a manner which seems best suited to his own goals. The Dean of the College counsels the teachers and in a general sense observes the work which is being done. There are at least seven areas which should be given consideration as we observe the instructional pattern at Cedarville College.

1. Class-room Discussion. Many of our classes are small, ranging from five to twenty students. Other classes run from twenty-five to sixty. In the small classes discussion plays a great part in the instructional pattern. Students are required to prepare topics for discussion and are urged to bring questions to the class-room for discussion for the benefit of the class.

2. Lecture. Most of our classes, large and small, reserve a major place for the lecture method of instruction. This approach is coupled with class discussion as mentioned above. Our faculty members seek to be helpful in answering the students' questions in these discussions, but do not attempt to do work which they believe is the student's responsibility.

3. Demonstration. The Science courses are particularly adaptable to this type of instruction. Though our laboratories are not as

well equipped as we wish they might be, yet there is sufficient equipment to demonstrate many of the scientific principles and laws to the students who are enrolled in these courses.

4. Audio-visuals. Since 1953, the College has been gradually developing this instructional tool. During the past five years the following equipment has been purchased to help our teachers by means of visual aids including an RCA sound film projector (16mm), Viewlex slide and film strip projector, hi-fi record player, microfilm reader, slide projectors and tape recorders. A projection room, with a capacity for seating seventy persons, has been provided in the administration building. Twenty-three sound films and eighty-nine film strips have been purchased. There have been 250 art prints obtained for the library. Our faculty, through the library, may obtain films, and filmstrips from Central State College, Ohio Department of Education, Indiana University, Warder Public Library, Western Ohio Film Circuit and other libraries and schools. The library also has a collection of 242 hi-fi records which aid instruction in a number of fields. During the past eighteen months the library staff has been working on an information file which lists 679 pamphlets.

5. Library. When the present administration assumed the responsibility of operating the college in 1953, it faced the task of cataloging the entire collection of books in the library. This had not been done previously, but has since been completed.

The library is under the supervision of a director who holds a Master of Arts degree. Two full-time employees and seven part-time workers make up the staff.

Presently the library houses fifteen thousand volumes exclusive of periodicals and public documents. It contains 259 periodicals of which 130 are received currently. In 1953, \$ 147.48 was spent for the purchase of books and periodicals; in 1959, \$ 2,500 was appropriated for the purchase of books. The total budget for the library in 1953 was \$ 3,723.72, but in 1959 it was \$ 12,876.28. The circulation in 1953 was 1,462; in 1958 it was 8,038.

A section of the library is occupied by the Cedarville branch of the Greene County Public Library system. This arrangement gives the faculty and students access to an additional 5,000 books.¹

The library plays an important part in the instructional program at Cedarville. The majority of the faculty members assign term-papers during the course of the semester. Other special assignments require the students' use of the library. In addition to making use of the library for class preparation in all fields of study, courses are given in the library to the students early in their college career to acquaint them with the library and its use. Some of the seminar courses are also conducted in the library building.

VIII. SUMMARY AND EVALUATION

The story of Cedarville College is similar to many colleges in the United States. Like others, it was started as a place of training particularly for the young people who would in one way or another serve the church. Through the years it has had the usual financial difficulties

¹Appendix J

that it loses its opportunity to help the individual.

There are many problems inherent in the attempts to maintain this type of college in these times. In as many ways as possible we are endeavoring to evaluate our possibilities as a college by honestly facing our weaknesses and planning for the improvements of our facilities. Within the past three years we have held two conferences with representatives of other colleges. Dr. Iewin J. Lubbers, President of Hope College, Holland, Michigan, visited the campus in 1958, and gave helpful suggestions to our faculty. On April 25 of this year (1960), Dr. Lloyd Ramseyer, President of Bluffton College, Bluffton, Ohio, visited the college and held a conference with our faculty. His suggestions for the improvement of the college are found in Appendix K.

1. Finances. As an independent college, Cedarville is almost entirely dependent upon the gifts of the churches and interested individuals. As a church-related college, we would not want State aid if it could be obtained. We are eliminated from the appeals made by the Ohio Independent Colleges because we do not belong to the Ohio College Association. Many foundations are unwilling to support a college such as ours because we are not accredited. It has been suggested that tuition be increased in order to augment the income of the college. Dr. Ramseyer reports that "it has been the experience of colleges that increasing tuition rates does not decrease applications for admission. There are very few independent schools in the state, if any, with a rate as low as yours."¹ In all probability our tuition will be raised in 1961,

¹Appendix K.

though we have endeavored to keep college costs at a minimum because the college is being subsidized by the churches which support the college and from which our students come.

It shall be our objective to meet the requirements of the North Central Association of Colleges and Secondary Schools, which says:

"The institution should provide evidence of financial resources adequate for and effectively applied to the support of its educational program."²

2. Physical Plant. We are painfully aware of the fact that certain types of instruction in the fields of science, art, music and business require expensive equipment. To obtain this necessary equipment large sums of money are needed. For this reason we are forced to purchase slowly and in a very limited way. We are encouraged, however, by Dr. Ramseyer's report in this area. "I was pleased with what I saw. You are apparently securing the needed equipment and have plans for improvement of your facilities."³

Buildings are always a problem in a growing school. The North Central Association of Colleges and Secondary Schools requires that "the physical plant, comprising grounds, buildings, and equipment, should be adequate for the efficient conduct of the educational program and should contribute effectively to the realization of the accepted

²North Central Association of Colleges and Secondary Schools, Statement of Policy, (Revised Manual of Accrediting. Chicago: Commission on Institutions of Higher Education, 1941), p. 7.

³Appendix K.

objectives of the institution."⁴

Some improvement has been made in the physical plant in spite of a limited income and the inability of a non-accredited school to obtain government loans. Cedarville has solved the building problem, at least temporarily, by selling bonds to its friends. To date, this plan has enabled us to build one dormitory to house sixty-two students, and another to house thirty-five. It has also enabled us to enlarge the cafeteria and chapel. This spring another dormitory unit will be built to house another seventy students, and a present dormitory will be completely remodelled. All of this will be done on \$ 150,000, which has been borrowed on bonds sold to individuals who want to see Cedarville College grow and thus be enabled to train more of the young people who are coming from our churches.

3. Faculty. In order to maintain the spiritual goals which we have set for our college, we require that our faculty members subscribe to a common view of Christian doctrine. This requirement is possibly unusual in our time, but we feel that it is necessary. Unless Cedarville can maintain its distinctive Christian Testimony it has no reason for existence. There are many colleges better equipped and financed to which our young people could go, but many of them want to attend the type of college which we are seeking to develop. This faculty requirement, however, limits us in hiring teachers. Then, since our college is small and salaries are not high, we can not attract highly trained teachers unless they are dedicated to teaching in a Christian college.

⁴ North Central Association of Colleges and Secondary Schools, Statement of Policy, (Revised Manual of Accrediting. Chicago: Commission on Institutions of Higher Education, 1941), p. 7.

We are faced with the necessity of "training" our own faculty. We agree with the conclusion of our counsellor when he states: "This seems to me to be without question the area of your greatest weakness. Accrediting will be out of the question until there is improvement in this area...A minimum requirement would be a thirty to forty percent with Ph.D. degrees..."⁵ An attempt will be made in the near future to correct this weakness. At the next meeting of the Board of Trustees the following recommendation will be made with a view to aiding in service training:

"When a faculty member has completed all that is available for the Ph.D. degree in summer school, or part-time study during the rest of the year and has arrived at the place where campus residency is necessary to the completion of the degree, one of the following plans is available: (1) Full salary for one semester and no teaching duties, then a full load of teaching for the second semester. (2) Half-salary for two consecutive semesters without any teaching responsibilities. Either of the above programs is available to an individual only once.

"If the faculty member is acceptable to the college as a teacher after either of the above plans has been followed and completed, then he is expected to return to Cedarville College and carry a full load for at least three years. If he decides not to return to the college, or leaves within a three-year period, then the salary paid while he has been attending graduate school shall be returned to the college on the basis of one-third for each teaching year not completed.

"No more than two teachers may use this plan during any one teaching year, and then only by the approval of the President, Dean, and Executive Committee.

"Any faculty member taking graduate work, whether for the M.A. or Ph.D., shall be paid actual expenses (gas and oil) for travel to and from classes. The above and also the present policy of \$ 100 per teacher each year shall be paid upon submission and approval of grades earned during the previous semester."

⁵Appendix K.

4. Library. Before Cedarville can become an accredited college, it will of necessity concentrate on the improvement of the library. It must "provide the reading facilities needed to make the educational program effective, and there should be evidence that such facilities are appropriately used."⁶ Our counsellor states the weaknesses in this area: "you will of course look forward to regional accreditation, and the total number of volumes will need to be increased ...you will need additional table space as your enrollment increases."⁷

Plans are now under way to enlarge the seating space in the library. A recommendation will be made to the Board of Trustees requesting the expenditure of \$ 8,000 next year for the purchase of new books. Within the next three years our library should be near the required standard.

5. Accreditation. The average non-accredited college finds itself in a vicious circle. If it has money it can be accredited and attract students. If it is accredited it can get money and attract students. If it can enroll a large number of students it can, in all probability, get money and then be accredited. It is rather difficult to know where the circle can be broken.

We have faced this problem in an attempt to train certified teachers. The State requires any Ohio college to have \$ 500,000

⁶North Central Association of Colleges and Secondary Schools, Statement of Policy, (Revised Manual of Accreditation. Chicago: Commission on Institutions of Higher Education, 1941), p. 5.

⁷Appendix K.

endowment before it can be approved as a teacher training school. Soon after the present administration assumed the responsibility of operating the college, the Executive Secretary of the State Board of Education was asked what requirements the college should meet in order to offer certified teacher training. We were told that we must first of all have a \$ 500,000 endowment and then we would be told what additional conditions would need to be met. "The prerequisites for the giving of a certificate of authorization by the superintendent of public instruction are...a productive endowment including the capitalization of contributed services and stable income exclusive of tuition and fees in the following sums: ...Five hundred thousand dollars for each institution of a senior college rank which offers a four-year program of studies."⁸ Few colleges will have difficulty in obtaining students if they can offer teacher training. It may be that in our case the \$ 500,000 could be obtained much easier if we had State approval to train teachers. That students will come in greater numbers to a school offering teacher training has been proven by our relationship to Central State College. The enrollment increased from 170 to 258 in 1959-60, and in 1960-61 more than 300 students will be enrolled. Part of this increase is due to the new teacher-training program which we operate in conjunction with Central State College.

We have been informed by officials of North Central Association of Colleges and Secondary Schools that a specific endowment figure is not one of the requirements for accreditation. On the other hand, as we

⁸ Standards and Regulations Governing the Approval of Institutions Preparing Teachers in Ohio, (Columbus: State of Ohio Department of Education).

have noted above, finances are essential to meet the standards set by the Association. Money purchases equipment, hires good teachers, buys library books and gives stability to any institution, and the accrediting society requires that the institution which they recognize should have stability.

Though all of us are encouraged by the growth of the college, we are by no means satisfied with what has been accomplished. There is much more to be done. We intend to go forward in an attempt to do much, much more of the same type of work which we have started and carried on thus far.

The trustees of the college are vitally interested in improving the physical facilities of the campus. Within the next five years new buildings will be added and new equipment will be purchased if the present goals are carried out.

As soon as we can meet the requirements we are hopeful of being accepted as a member of the Ohio College Association. A self-study is now being conducted by the faculty with this objective in mind. Eventually we hope to be accredited by the North Central Association of Colleges and Secondary Schools.

APPENDIXES

- A - Students Enrolled September 1959
- B - Charter of the College
- C - The Board of Trustees
- D - Doctrinal Statement of the College
- E - Gifts from Churches
- F - Operating Budget
- G - Purchasing Forms
- H - Audit, June 1959
- I - Food Craft Report
- J - Library Report